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F.I.A.E. Chapter 11

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Chapter 11 in FIAE is centered around grading scales and five other burning topics of grading. The author goes into great detail about the difference in the 100 point system and the 4 point system that we have grown accustomed to in college. The point for the long discussion is how much one zero for a missed or late assignment will influence a student’s grade. The book discusses how a zero is not a true reflection of mastery of the material, but rather a lack of student appreciation for that lesson. Due to the large consequence of a zero the book recommends recording a 60 on a 100 point scale or a 1.0 on the 4.0 scale. While this still punishes the student, it more accurately reflects the fuller picture of mastery of the subject. The chapter then discusses, in much less detail how gifted or special needs students will impact the grading scale or how they should be graded according to the remainder of the class. The final aspect for consideration is automaticity versus concept attainment and the impact of that in the classroom.

While this chapter is very topic heavy, I feel an undo amount of time was spent on the initial topic of assigning zeros. While this arguably has the greatest impact on students and on the stress level of a teacher, I believe more time could have been spent on the topic of automaticity versus concept attainment. I am a personal believer that concept attainment is perhaps more indicative of learning than automaticity. With concept attainment a student has to put forth the effort to grasp the concept and then find a way to apply it to various situations. Automaticity does not require a student to work, but rather simply has the material in a knowledge base. Students that do possess the skills for automaticity should not be punished for their skills but rather utilized to help the students in the concept attainment portion. In all of the situations outlined in this chapter are ones in which, we as teachers, are going to struggle with throughout our teaching careers.